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Introduction

One of my favorite ways to wrap up a novel study is to show the students the movie version of the book we just read. The students are SO excited to watch the movie, but I will admit, I have an ulterior motive (and it's not having a 1.5 hour break from teaching while the students watch the movie—though, that's kind of nice too;-). The teacher in me secretly loves how the movie version often leaves even my reluctant readers with an all new appreciation for literature. To be fair, even the most impressive movies can't compare to the craft of an author matched with a student's vivid imagination.

Well after years of showing the movie version of a novel, my classroom "compare and contrast" discussion eventually became an engaging writing project where students were guided step-by-step through the writing process of a compare-and-contrast/opinion essay. I hope you enjoy using this resource and find it just as useful in your classroom as it has been in mine.

How I organized the resource

- I broke this unit down into 11 different lessons. Each lesson should take about 45 minutes to an hour, but that can differ greatly depending on the age and learning levels of your students.
- I would say to give your class at least 2 weeks to complete the entire essay; in 5th grade I spent about 3 weeks, which allowed me time to conference with individuals throughout the process. Middle school students could probably complete the essay in less time, depending on their experience with thesis statement and general essay organization. Of course, you know your students best, so I feel free to omit or add lessons as necessary.
- Most lessons come with a real student sample based on Scott O'Dell's Island of the Blue Dolphins. I chose to use an Island of the Blue Dolphins sample since this book is typically read in 4th grade and therefore most older students are rarely familiar with it. However, the sample will still be a valuable and effective visual for students who are unfamiliar with the book. The samples are great for showing students the progression of writing through the different lessons and activities.

Questions? Please email me at GotToTeach@icloud.com

Thank you for your purchase,

Melissa Tallman

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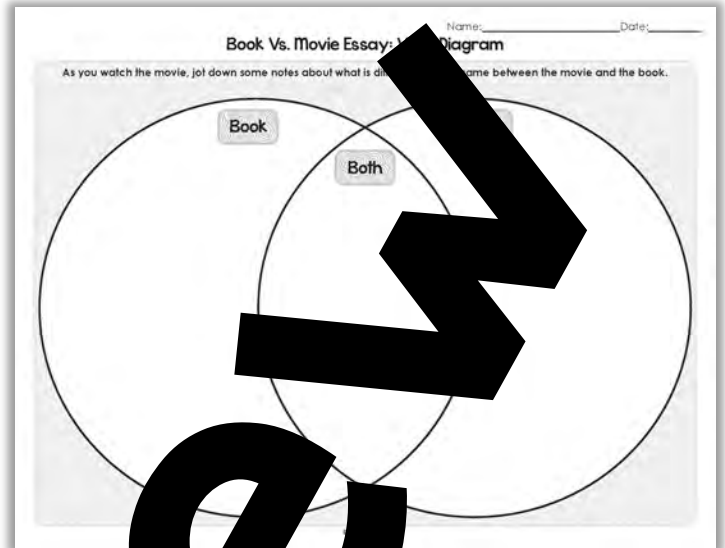
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Using the Venn Diagram

Objective(s): Students will collect evidence that demonstrates how the book and the movie are both different and alike.

Materials/Supplies:

- A copy of the "Book Vs. Movie Essay: Venn Diagram" planning page for each student
- A copy of the movie version of a novel that your students have read.



Procedures:

1. Prior to watching the movie, make sure that every student has a copy of the Venn diagram planning page.
2. Instruct students that as they watch the movie they are to record any similarities and differences on the Venn diagram. Make sure to tell them not to worry about spelling or writing complete sentences. The information can be written with bullet points. If students need more room, they can use the back of their paper.
3. After the movie has concluded, have students share the differences and similarities they have recorded. Students can first share in pairs or small groups, then you can lead a whole group discussion with the class. During the whole-group discussion, students can share evidence they collected or they can share something they gathered from another student during the "pair/small-group sharing." Anytime during the sharing/discussion, students can add information to their Venn diagrams.
4. At this time students are likely to have a lot of information organized in their Venn diagrams. Lead a discussion about what information might be less or more important to focus on. Many similarities and differences are noted so minute that it might be difficult for students to expand upon them in an essay. Have students identify significant similarities and differences that can be expanded in depth. Students can "star" these boarder differences and similarities.



See the student sample for [Island of the Blue Dolphins](#).

Getting Started: Compare and Contrast

Objective(s): Students will understand the significant similarities and differences between a book and a movie, and use this information to support their opinion on which version is better. Students will also infer why film makers change elements of a story when creating a movie.

Materials/Supplies:

- A copy of the "Getting Started: Compare and Contrast" planning page for each student
- The students' completed "Book Vs. Movie Essay: Venn Diagram" planning page from Lesson 1.

The image shows a sample of the 'Getting Started: Compare and Contrast' planning page. It is a worksheet with a header 'Getting Started: Compare and Contrast' and a date line. The page is divided into four main sections with horizontal lines for writing: 'What things were the same in the movie and the book?', 'What things were different?', 'Which did you like best and why?', and 'What changes did the film makers make to the events of a book when making a movie?'. A large, stylized 'Preview' watermark is overlaid diagonally across the page.

Procedures:

1. Using the information they collected on the Venn Diagram from Lesson 1, have students complete the top portion of the "Getting Started" planning page. The differences and similarities chosen for this section should be significant ones that can be expanded upon in a meaningful way. Guide your students to carefully select these examples from their Venn diagrams. This section is important and will lead to the foundation of the students' essays; if they include minor examples in this section they will have a very difficult time writing their essays. Also, more is not better here. Students should aim for 2-3 differences and 1-2 similarities. This section will be important for completing the planning page in Lesson 3.
2. The next two sections will be important for students when writing their conclusions. The purpose is to get them to form an opinion of the which version they like better and why changes are made. Students will need to support their responses with evidence from the book and/or movie.
3. Allow time for students to share their responses on this planning page with each other and then with the whole class.



See the student sample for [Island of the Blue Dolphins](#).

Pre-Writing: Thinking About an Essay

Objective(s): Students will understand the basic structure of a 5-paragraph compare-and-contrast essay.

Students will choose 3 main points to make up the body of their essays

Materials/Supplies:

- A copy of the "Pre-Writing: Thinking About an Essay" planning page for each student
- The students' completed "Getting Started: Compare and Contrast" planning page from Lesson 2.

Procedures:

1. Review the organization of the "Pre-Writing" planning page with the students. Point out the individual sections for the Introductory Paragraph and the Concluding Paragraph.
2. Briefly discuss the Introductory Paragraph with the students and explain to them that this will actually be written AFTER they have written the body of their essays.
3. Have students complete the Body section of the planning page. Students need to choose 2 differences and 1 similarity for the two items. Again, emphasize that these should be 3 significant and broad examples. These will become the topic sentences for each of the 3 paragraphs of the body of the essays.
4. The Concluding Paragraph section is based on the information from the students' "Pre-Writing" planning page. This information will be helpful when students need to revisit their thesis statements in a different way while writing the last paragraph of their essays.
5. Title: Like the Introductory Paragraph, students may want to leave this portion until they have written the essays. Students can create a working title at this point at the top of the page, and then finalize their title in the final draft.



See the student sample for [Island of the Blue Dolphins](#).

The "Meat": Writing the Body of Your Essay

Objective(s): Students will map-out the body of their essays, supporting their 3 examples with details from the text and/or movie.

Materials/Supplies:

- A copy of "The 'Meat': Writing the Body of Your Essay" planning page for each student
- The students' completed copy of the "Pre-Writing: Thinking About an Essay" planning page from Lesson 3

Procedures:

1. Review the organization of the "The 'Meat'" planning page. Point out how each section connects to a paragraph and how each paragraph is composed of 1 topic sentence (difference or similarity), 3 details, and 1 closing sentence.
2. Have students transfer the 3 examples from the "Pre-Writing" planning page (Lesson 3) to the topic sentences of this new planning page.
3. Students can then use their previous planning page (Venn diagram, etc.) to complete the "details" of these paragraphs.
4. Students can add relevant commentary and transitions in the "closing" sections.



See the student sample for [Island of the Blue Dolphins](#).

Essential Component: Writing a Thesis Statement

Objective(s): Students understand the components (Claim + Reason) of a complete and clear thesis statement.

Materials/Supplies:

- A copy of "Essential Component: Writing a Thesis Statement" planning page for each student

Procedures:

- Have students discuss the meaning and purpose of a thesis statement, which are both explained on the top sections of the "Essential Component: Writing a Thesis Statement" planning page.
- Go over the "How do you write a thesis statement?" section.
- Have students apply the thesis "equation" to the "Give it a try!" section.
- Students can then write a thesis statement (based on their body outlines) on the back of their planning pages. The students already have thesis statements (whether they are aware of it or not); their theses are their opinions on which version was better, which is reflected in the body of their essays. This is now a good time to write a formal thesis that will be used in their introductory paragraphs.
- Once students have written their individual theses, have them trade papers with a few classmates and have them look to see if they can identify the 3 parts (Claim, +/because, Reason) of the theses. Students can underline the "Claim" once, circle the word "because" and double underline the "Reason."

First Impressions: Writing the Introduction to Your Essay

Objective(s): Students will understand the importance of a "hook" and how to write one. Students will write an introductory paragraph that previews the body of their essays.

Materials/Supplies:

- A copy of "Get 'em HOOKED: Capture Your Reader's Interest" planning page for each student
- A copy of "First Impressions: Writing the Introduction to Your Essay" planning page for each student
- Students' completed copies of "The 'Meat': Writing the Body of Your Essay" planning page
- Students' completed copies of "Essential Component: Writing a Thesis Statement" planning page

Procedures:

1. Go over the "DOs" and "DON'Ts" on the "First Impressions" planning page with the students
2. Students can transfer their thesis statements from Lesson 5 to the "First Impressions" page. It's important that students' thesis statements are supported by the examples outlined in their bodies.
3. Take some time to go over "Get 'em HOOKED" and discuss with students the importance and ways of writing a "hook."
4. Once students have the "hook" and "thesis" portions completed, they can complete the "examples" based on the sentences from the body planning pages they have already completed. Remind students that they are not merely copying these sentences down verbatim; they must be stated in a different way (younger or less experienced writers will find this especially difficult).
5. Students revisit the "DOs" and "DON'Ts" and make changes to their paragraphs accordingly.
6. Students can use the "DOs" and "DON'Ts" to peer edit each other's introductions.



See the student sample for [Island of the Blue Dolphins](#).

It's a Wrap!: Writing a Concluding Paragraph

Objective(s): Students will plan a concluding paragraph that recaps the main points of their essays in a fresh and interesting way.

Materials/Supplies:

- A copy of "It's a Wrap!: Writing a Concluding Paragraph" planning page for each student
- Students' completed copies of "Getting Started: Compare and Contrast" planning page
- Students' completed copies of the "Pre-Writing: Thinking About an Essay" planning page
- Students' completed copies of "The 'Meat': Writing the Body of Your Essay" planning page

Procedures:

1. Have students review the bottom portion of "Getting Started" and "Pre-Writing"; the sections that ask "Which version did you like best" and "Why do film makers change the events of a book when making a movie?" A well-written conclusion applies the thesis in a way that has yet to be discussed, but that is still on topic. Students choose one of these two topics to incorporate into their conclusion. Have students rephrase their thesis in a fresh way, as opposed to simply rewriting the thesis.
2. Have students complete the Topic Sentence, Examples, and Closing of "It's a Wrap."



See the student sample for [Island of the Blue Dolphins](#).

Communicating Grading Expectations

Objective(s): Students will become familiar with grading expectations for the essay.

Materials/Supplies:

- A copy of the "Movie Vs. Book Rubric" for each student
- A copy of the "Elements of a '5' Essay" page for each student

Movie Vs. Book Compare and Contrast Rubric

	5	3	1
Ideas & Content	Includes several significant points of comparison and/or contrast.	Includes several expected points of comparison and/or contrast.	Includes one or more subjects of comparison and/or contrast.
Organization	Effectively supports each point with precise, well-chosen examples in the form of details, descriptions, facts, or personal experience.	Effectively supports each point with important examples mixed with less important ones.	Supports each point with one or more points of comparison and/or contrast.
Style	Any comments are thoughtful and precise.		
Conventions	Consistently correct usage and mechanics.		

Elements of a '5' Essay

Ideas & Content

- ☐ My introductory paragraph has a "hook."
- ☐ I have included 2 important differences and/or similarities in my essay.
- ☐ I have supported my examples with details from the movie/book.
- ☐ My conclusion includes facts and interesting details.
- ☐ I have compared the two in a thoughtful way.
- ☐ I used precise language to describe the mental picture.

Organization

- ☐ I have included an accurate outline of the body of my essay.
- ☐ I have included a clear thesis statement (claim + reason).
- ☐ I have used my thesis statement in the middle, and end.
- ☐ I have used the body of the essay to support the thesis statement and on to the conclusion, adding unnecessary details.

Style

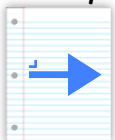
- ☐ I have used a variety of sentence structures.
- ☐ I have used transition words and sentences.
- ☐ I have used precise language to describe the mental picture.

Conventions

- ☐ All words are spelled correctly.
- ☐ All sentences are grammatically correct.
- ☐ I used correct punctuation and format.

Procedures:

1. Now that students have a well-established understanding of the essay format, it's a good idea to communicate your expectations of them before they write their first drafts. Provide a copy of the "Movie Vs. Book Rubric" for each student. Have the students pair up and read over the rubric with each other.
2. After students have shared in pairs, do a whole-group overview of the rubric. Ask them: "Which descriptors stand out or seem most important?", "Which ones don't make sense or are unclear?", etc.
3. Use the Island of the Blue Dolphins writing sample and have students give feedback on the sample based on the rubric. Students love "playing teacher" and grading other students' work. Make sure students justify their scores with verbiage from the rubric (e.g., "I would give this paper a 4 in Ideas & Content because the conclusion is really just a summary of the essay," or "This paper could get a 5 in Organization because I can clearly identify the 3 main points that make up the body of the essay").
4. The page "Elements of a '5' Essay" is a simplified version of the rubric and is more "student-friendly." Students can use this as a checklist when writing their first drafts.



See the final draft for Island of the Blue Dolphins.

Putting it All Together: First Draft

Objective(s): Students will consolidate all of their work on one page to make their first official draft. During this time, students will refine their writing and make changes as necessary.

Materials/Supplies:

- A copy of "Putting it All Together: First Draft" planning page for each student (double-sided).
- Students' completed copies "First Impressions" planning page
- Students' completed copies of the "It's a Wrap!" planning page

Procedures:

1. The students will now complete "Putting it All Together: First Draft" by transferring their previously completed planning pages. Remind students that they should not just blindly copy their work from the previous pages on to this page. This is a chance for students to "tweak" and improve the work they have already done; make sentences more vivid, add transitions, replace overused words, etc. Comparing the Island of the Blue Dolphins samples really shows the students how the writer made improvements when completing "Putting it All Together."
2. Once this page is completed, students have to transfer their writing to lined paper in paragraph format. Younger or less experienced students may need this step modeled for them, as a few will write "Reference 1," "Detail," "Closing," etc. Seeing a visual of how this planning page "transforms" into paragraph form (indenting, etc.) will be helpful for many students. During your mini-conferences, you can have the students skip lines so there is room to make corrections above and below their writing. This written draft on lined paper will be the version that students use when self and peer editing (or if conferencing with the teacher or other).



See the student sample for [Island of the Blue Dolphins](#).

Self and Peer Editing

Objective(s): Students will use a checklist to self and peer edit their papers for content and organization.

Materials/Supplies:

- Students' first drafts (rough drafts) written on lined paper
- A copy of the "Self & Peer Editing Checklist" for each student

Name: _____ Peer: _____

Paragraph 1: Introduction	Self & Peer Editing Questions	Self	Peer
Do I have a strong "hook" that captures your attention?			
Do I clearly state all 3 (2 differences and 1 similarity) in the body of my essay?			
Do I have a clear and complete thesis statement?			

Paragraph 2: Body	Self & Peer Editing Questions	Self	Peer
Do I start my paragraph with a topic sentence that clearly states a specific topic to be addressed in this body paragraph?			
Do I have three details of comparison with my topic and make significant points of comparison?			
Are my ideas organized within the paragraph point of comparison I am trying to make?			

Paragraph 3: Body	Self & Peer Editing Questions	Self	Peer
Do I start my paragraph with a topic sentence that identifies the specific topic to be addressed in this body paragraph?			
Do I have three details of comparison with my topic and make significant points of comparison?			
Are my ideas organized within the paragraph point of comparison I am trying to make?			

Paragraph 4: Body	Self & Peer Editing Questions	Self	Peer
Do I start my paragraph with a topic sentence that identifies the specific topic to be addressed in this body paragraph?			
Do I have three details of comparison with my topic and make significant points of comparison?			
Are my ideas organized within the paragraph point of comparison I am trying to make?			

Paragraph 5: Conclusion	Self & Peer Editing Questions	Self	Peer
Do I clearly state up the body of my essay?			
Do I have a clear and complete thesis statement?			

Procedures:

1. First have students complete the checklist on their own. They can make whatever changes necessary so that they have a "yes" in all boxes under "self."
2. Students can then find (or be assigned) a partner to trade papers with and complete the checklist for that student. Allow students to make any necessary changes after the peer editing.
3. You can now conference with individual students using the "Self & Peer Editing Checklist" or "Elements of a '5' Essay."

Time to Publish and Assess

Movie Vs. Book Compare and Contrast Rubric

	5	3	1
Ideas & Content	- Includes several significant points of comparison and/or contrast. - Effectively supports each point with precise, well-chosen examples in the form of details, descriptions, facts or personal experience. - All examples are from appropriate sources (literature, common sense, history, news items, etc.). - Any commentary that might be included is thoughtful and relevant to the examples provided.	- Includes several expected points of comparison and/or contrast. - Adequately supports each point with important examples (most will be important ones). - Examples are pertinent and details are not as carefully chosen. - Commentary is not thoughtful. - Connections between examples and the main points are not as clearly presented. - Overall, the writer needs to think more deeply about the subject.	- May mention or imply two or more subjects of comparison and/or contrast. - May list one or more points of comparison and/or contrast. - The supporting point(s), if included, are very incomplete and may not be accurate. - The writer may: - Simply list points - Simply describe the subjects - Offer unrelated ideas - Include personal experience with little connection to the subject - Argue against the stated points
Organization	- Covers at least part of the writing task. - Focuses on the points of comparison and/or contrast throughout. - Understands the purpose. - Speaks clearly to the topic. - Strong awareness of the audience. Successfully includes: - a graceful introduction, clear thesis/fully supported body, and satisfying conclusion - a logical sequence of events - effective balance between examples and explanations (commentary) - a conclusion that recaps beyond a summary	- Covers most parts of the writing task. - Muchly focuses on the topic. - Modly understands the purpose. - Speaks to the topic. - Shows some awareness of the audience. Includes and begins, middle and end. However sub sections may be out of balance. - May give too much detail for some points and not enough to others - May need more detail overall - May let examples speak for themselves without connecting to the main point of comparison and contrast	- Covers only one part of the writing task. - Shows no understanding of the purpose. - May be off topic. - Shows no awareness of the audience. Shows no understanding of how to create an essay with a clear beginning, middle and end. Ideas are not well-organized, or there is too little to organize.
Style	- Uses a variety of sentence types and effective transitions. - Contains few common errors that do not confuse the reader.	- Uses a variety of sentence types, but mostly simple or compound language. - Contains some errors. - Errors do not confuse the reader.	- Contains no sentence variety and uses very simple language. - Contains serious errors which confuse the reader.

Book Vs. Movie Essay

Name: _____ Date: _____

Ideas & Content

Organization

Style

Convention

Book Vs. Movie Essay

Name: _____ Date: _____

Ideas & Content

Organization

Style

Convention

Book Vs. Movie Essay

Name: _____ Date: _____

Ideas & Content

Organization

Style

Convention

(scoring slips)

Procedures:

1. The students are now ready to "publish" their essays in whatever format you prefer (typed, font, line spacing, etc.).
2. While referring to the rubric, complete a scoring slip for each of the student essays. Students can refer to their rubrics for further explanation for a particular score.

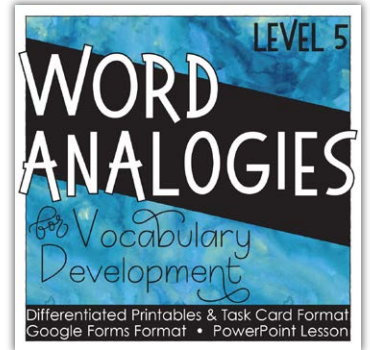
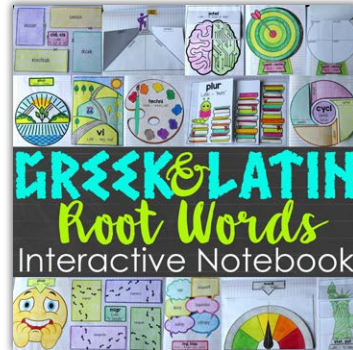
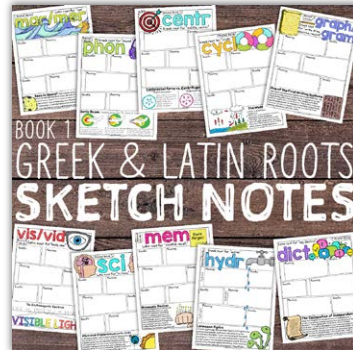
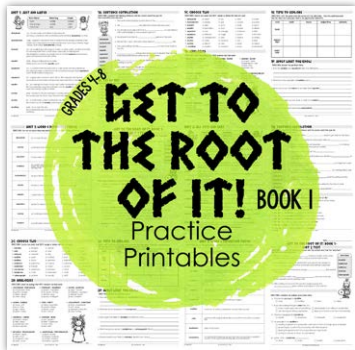


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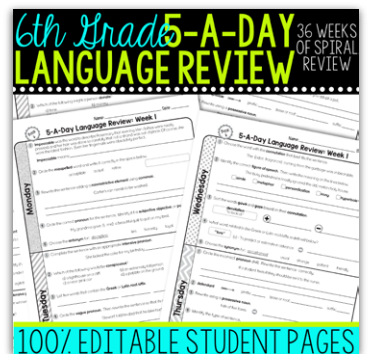
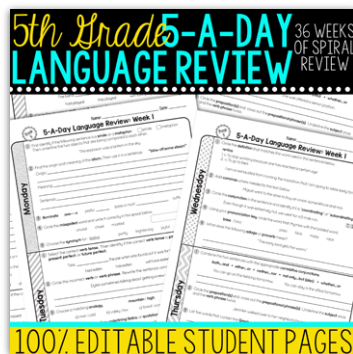
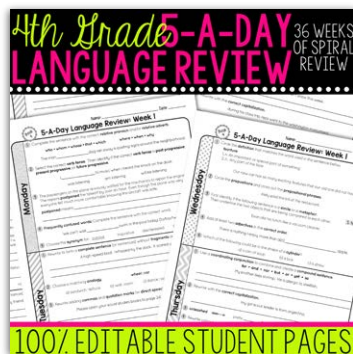
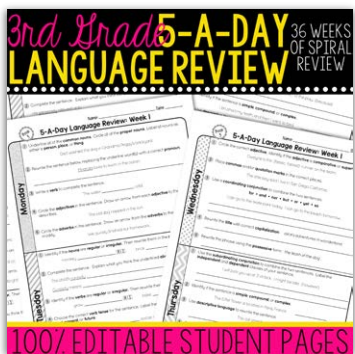


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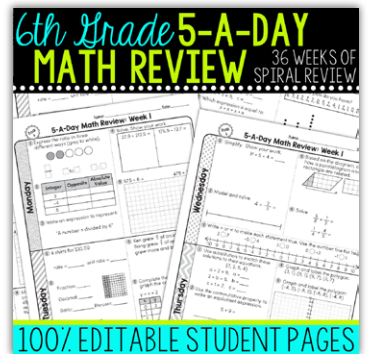
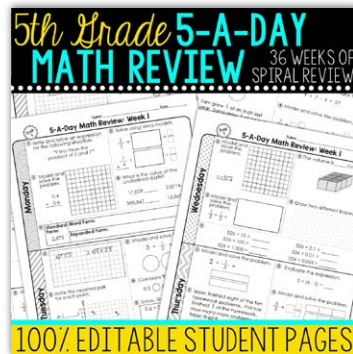
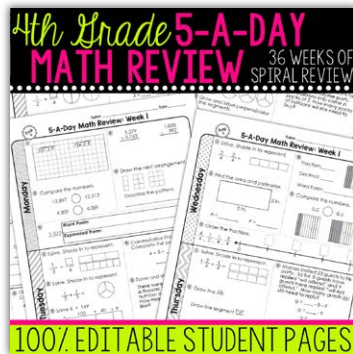
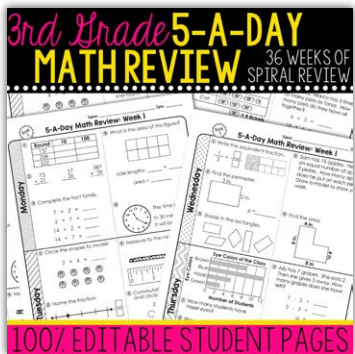
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DAILY MATH REVIEWS (GRADES 3-6)



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